Tutorial Assistance Grant & AmeriCorps Program
Request for Applications

Intent to Submit—Last Page of This Package

Reading Excellence Act Website: www.cde.ca.gov/ci/rea/
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I. General Information About the Reading Excellence Act, Tutorial Assistance Grants, and the AmeriCorps Program

The Reading Excellence Act

Congress passed the Reading Excellence Act (REA) in October 1998, amending Title II of the Elementary and Secondary Education Act of 1965. It targets those students in kindergarten through third grade who face the greatest impediments to learning to read well—those from districts and schools with high poverty and low rates of student achievement. The Act has five major purposes:

- ✓ To provide children with the readiness skills they need to learn to read once they enter school;
- ✓ To teach every child to read by the end of third grade;
- ✓ To improve the reading skills of students and the instructional practices of teachers and others who teach reading through the use of findings from scientifically based reading research;
- ✓ To expand the number of high-quality family literacy programs; and
- ✓ To provide early literacy intervention to reduce the number of children who are inappropriately referred to special education.

The California Department of Education and Commission Partnership

The California Department of Education (CDE) and the California Commission on Improving Life Through Service (the Commission) have developed a partnership to maximize funding available to support literacy tutoring for K-3 children who attend traditionally low-performing schools in high-poverty areas. Such tutoring must occur outside the regular school day and must be based on scientifically-based reading instructional methods. Funding available from the CDE comes via the federal Reading Excellence Act, Tutorial Assistance Subgrant. CDE funds ($8.7 million available for expenditure over a two-year period) will support tutor program operations, including tutor compensation in the form of wages, salaries and benefits for program staff, tutor training, as well as instructional materials. In addition, applicants may apply for up to a total of $2 million in AmeriCorps resources to provide alternative forms of tutor compensation (living allowance and educational award), tutor training, and other program support costs. AmeriCorps funding will be available pending approval by the federal Corporation for National Service.

These resources provide significant funding amounts that local programs may use jointly in creating high-quality tutoring programs. Potential applicants should consult the guidance provided in this Request for Applications to gain further understanding of each funding source and its limitations; however, applicants should note that CDE funding can meet a portion of the minimum match requirements for AmeriCorps funding. Applicants may access both funding sources through this application. Although it is possible for LEAs to apply for a TAG only, LEAs are encouraged to apply for both resources to maximize tutoring services to students with reading difficulties.

REA Technical Assistance Sessions/Professional Development Opportunities

Five (5) Priority points will be awarded to districts proposing at least one school that has been in Title I Program Improvement for three years. Five (5) priority points will also be awarded to districts that have sent a team of four members to an application workshop **or** have sent a team of two members to a supplemental technical assistance session. There is a maximum of ten (10) possible priority points.

Application workshops took place from March 15 through April 5, 2001. These workshops offered Reading Excellence Act grant applicants awareness information about research-based reading provided by reading professionals. Applicants also received information about developing and supporting a tutoring program. If your district was not able to attend these workshops, your district may also receive a competitive priority for funding by sending a team of two to a Supplemental Technical Assistance Workshop. These workshops will take place throughout California from March 27 through May 4, 2001. Topics to be covered include: an overview of the critical points of the REA application, tips for improving the quality of the application, a general question and answer session, and a one-on-one review and comment on your district's application. Dates, contacts, and locations for the Supplemental Technical Assistance Workshops follow (this information is also available on the REA website):

Supplemental Technical Assistance Workshops

Date	Contact	Location
March 27	Barbara Cockerham (562)922-8785	Los Angeles County—Antelope Valley School District
March 29	Catherine Hiatt (760)938-2936	Inyo County Office of Education
April 4	Elaine Irish (858)292-3836	San Diego County Office of Education
April 5	Juan Cruz (760)312-6579	Imperial County Office of Education
April 6	David DeMille (714)966-4319	Orange County Office of Education
April 9	Carol Bakken (562)401-5795	Los Angeles County—Ramada Inn, South El Monte
April 13	Carol Johansen (805)964-4711 Ext. 5217	Santa Barbara County Office of Education
April 17	Joanne Spencer/Irma Hernandez-Larin (916)228-2651	Sacramento County Office of Education
April 18	Jean Steward/Ron Fontaine (661)636-4324	Kern County Office of Education
April 20	Debbie Kelly/Elaine Skeete (530)527-5811 Ext. 383	Tehama County Office of Education
April 23	Jeri Balick (909)387-3135	San Bernardino County Office of Education
April 23	Wilma Sagara/Joan Davies (510) 670-4171	Alameda County Office of Education
May 4	Antonia Zupancich (909)826-6601	Riverside County Office of Education

This session will include information and help on the Tutorial Assistance Grants

Considerations in Applying for the Tutorial Assistance Grant (TAG)

The main objective of the Reading Excellence Act (REA) is to build a comprehensive approach to improving reading instruction and to develop a focus on literacy in high-poverty, low-performing schools. Effective intervention strategies such as tutoring in reading/language arts can help meet this objective. Research supports extended learning opportunities for students early in their school careers. Well trained and supervised tutors, who have the skills necessary to proficiently use appropriate materials and supplemental instructional practices, are a critical component of this grant. Tutors can be valuable in expanding children's opportunities to practice reading, improving their literacy skills, and gaining the confidence necessary to become motivated and excited readers.

It is not required that a district apply for both the TAG and AmeriCorps resources; however, applying for both programs can significantly increase tutoring resources in your local district.

Eligible Districts and Schools

Eligible districts are those that have at least one school in Program Improvement or that have the highest or second highest number or percent of poor children in the state as determined by Title I formulas. Eligible school districts may submit applications on behalf of schools within their district that serve students in kindergarten through grade three, and that are participating in Title I Program Improvement, or have the highest or second highest number or percent of poor children in the state as determined by Title I formulas. In addition to the above criteria, districts are also eligible that have at least one school in a geographic area designated as an empowerment zone or enterprise community under the Internal Revenue Code. See the Reading Excellence Act website at: www.cde.ca.gov/ci/rea/schools.html for a list of eligible schools and a link to the federal Housing and Urban Development (HUD) empowerment zone and enterprise community locator website.

Schools and districts participating in the CSRD (Comprehensive School Reform Demonstration and IIUSP (Immediate Intervention Under-performing Schools Program) are also eligible to apply for a TAG.

Participating Schools for TAGs

Five (5) Priority points will be awarded to districts proposing at least one school that has been in Title I Program Improvement for three years.

Limitation on Number of Schools—Districts may apply for either the Local Reading Improvement Grant or the Tutorial Assistance Grant, or for both. There is a limit on the number of schools that may participate in each district. Participation is limited to the greater of: a) 2 eligible

schools, or b) 20 percent of the eligible schools within the district for each Reading Excellence Act subgrant (TAG and LRI). Districts have the choice of which two or what 20 percent of eligible schools will be served. Schools may apply for a Local Reading Improvement or a Tutorial Assistance Grant, but not both. While the district may apply for both subgrants, schools may receive funding for only one of these subgrants.

Districts that apply for both grants may select up to two (2) eligible schools or twenty percent of the eligible schools for each grant. Thus a district with 25 eligible schools could include up to five (5) schools in its application for each grant, for a total of ten (10) schools.

School Funding Level for TAGs

Each participating school is eligible to apply for the following TAG award amounts:

Estimated Number of Tutees Per School Per Year	Grant Award Per Eligible School—Available for Expenditure Over a Two-year Period
Up to 200	Up to $150,000
200 or more	Up to $200,000

Tutorial Assistance Grant and AmeriCorps Funds

	Tutorial Assistance Grant	AmeriCorps Funds
State Agency Responsible	California Department of Education	California Commission on Improving Life Through Service
Funding Available	$8.7 million over a two-year period	Up to $2 million per year for three years
Size of Grants	45 to 50 schools @ $150,000 to $200,000 to be used over a two-year period	Not to exceed $500,000 per year for up to three years
Grant Period	June 15, 2001 through June 30, 2003	Fall 2001 through Summer 2004
Eligible Legal Applicant	Eligible LEAs (posted on CDE website at: www.cde.ca.gov/ci/rea/)	Eligible LEAs and/or any public or non-profit entity working collaboratively with an eligible LEA
Matching Funds Requirements	None	See enclosed guidance—AmeriCorps funding information

Uses of Grant Funds
Grant funds available through this initiative may be used for a variety of program operational costs. In some instances, applicants may wish to use grant funds from both TAG and AmeriCorps to cover

the entirety of a particular program cost. The following table provides an overview of acceptable uses of funding for both sources:

Item of Expenditure	TAG Funds	AmeriCorps Funds
Tutor Compensation	X	X
Salaries for Program Staff	X	X
Training for Tutors	X	X
Facilities/Room Rentals	X	X
Equipment Rentals	X	X
Instructional Materials and Supplies	X	X
Tutor Fingerprinting and Health Testing Fees	X	X
Snacks for Tutors and Tutees	X	
Tutor and Tutee Transportation	X	X
Office Supplies	X	X
Other Costs Directly Related to the Tutoring Program	X	Most Instances

The local governing board of the applicant district will be required to sign a Certification Regarding Lobbying, Debarment, Suspension and Other Responsibility Matters, and Drug-Free Workplace Requirements upon award of funding.

II. Tutorial Assistance Grants

> Multiple Choices of Tutorial Assistance Providers: The grantee must offer parents of a tutee multiple choices of tutorial assistance providers and programs. At least one of the choices must be a school-based tutoring program (e.g. physically located at the school site and administered by the school/district), and at least one choice must be a tutoring program operating by a provider (a community-based organization) under a contractual agreement with the district. **To review the contractual requirements, please see Attachment A.**

School District Role
Districts are responsible for coordinating the application-submission process with each eligible school within the district. The application is a collaborative process between the applicant district, schools, community-based organizations, and other stakeholders. The purpose of the TAG is to provide monies to eligible school districts to develop and implement tutoring programs to be conducted outside the regular school day. Tutoring programs must focus on scientifically-based research on reading and must serve grades K-3 students who attend eligible schools and who are experiencing difficulty reading at grade level.

A district receiving a TAG must develop procedures for:
✓ informing parents about available tutoring assistance for tutees;
✓ providing additional opportunities for parents of students eligible for tutorial assistance who have not made an initial selection, to select a tutorial assistance provider or program;
✓ permitting a district or school to recommend a tutorial assistance provider or program in a case where a parent asks for assistance in the making of a selection;
✓ ensuring that parents are informed of their child's progress in the tutorial program;
✓ ensuring participant confidentiality without the prior written consent of the parent;
✓ providing information concerning the quality and effectiveness of the tutorial assistance available from each tutorial assistance provider; and
✓ providing parents with reading strategies to use with their children.

Parent Involvement—Research on educational change consistently demonstrates the importance of involving parents in any educational reform/school improvement effort. Each school will need to have an individual assigned to communicate with parents. This parent coordinator will be responsible for notifying parents of the availability of tutoring programs and of any differences in the programs. All communications, including notification, must be in a language that is understood by the parent. In many districts, a substantial number of parents speak only Spanish, Vietnamese, Hmong, or Cantonese. A process for communicating with parents in these language groups, if they are present, must be established.

Oversight and Monitoring/Administration—The Tutor Coordinator or a district administrator will be responsible for oversight of tutoring programs. If the program serves several schools, it is most appropriate that oversight be provided at the district level. Monitoring should include review of the ongoing training program, especially for adherence to appropriate elements of early reading, a process for ensuring consistency with classroom reading programs, review of parent information and confidentiality issues, and evaluation of the program's effectiveness. Evaluation should be based on student achievement as well as parent and student satisfaction with the program.

III. Implementing a Tutorial Assistance Grant

Tutoring Program Partners

Tutor Coordinators—At the heart of the tutoring program is the Tutor Coordinator. Both school-based programs and programs offered by independent providers will be required to include Tutor Coordinators who will supervise tutors, arrange locations for tutoring, schedule frequent tutoring sessions, coordinate with classroom teachers, support monitoring of student progress, and otherwise oversee the program. Each district participating in the TAG grant program will need to have an assigned individual, either an on-site Tutor Coordinator or other administrator whose job it is to select and monitor programs offered by independent service providers and to ensure that programs maintain confidentiality regarding student and parent information.

Tutors— Tutors should be interested in students and knowledgeable about scientifically-based reading strategies following their initial training. It is often best to match students and tutors with regard to language and other background factors. Tutors may be paid an hourly wage utilizing Tutorial Assistance subgrant funds, may receive compensation (a living allowance and an educational award) via participation in AmeriCorps, and/or receive academic credit. In addition, community volunteers such as college students (particularly those interested in the teaching profession), parents, and seniors may serve as tutors.

Tutees—The grantee must develop procedures for determining student eligibility based on the following factors: a) attendance in a participating school, and b) identification by the school as having difficulty reading, including difficulty mastering phonemic awareness, systematic phonics, fluency, or reading comprehension. Among those identified, priority is to be given to those students determined through State or local reading assessments to be most in need of tutorial assistance.

Parents—It is the responsibility of each tutoring program to provide a process for keeping parents informed regarding their child's progress. This may be limited to written reports on student progress or may include parent meetings. It is even feasible that parents would receive training from the provider on how to tutor their own children. Providers will be required to allow parents access to the tutoring sessions if requested. Parents may also request changes to the tutoring situation and the provider should attempt to provide satisfactory resolution of these requests. In the event that problems cannot be resolved, the Tutor Coordinator will have final jurisdiction.

IV. The AmeriCorps Program

AmeriCorps Overview

Established in 1993, AmeriCorps provides thousands of Americans of all ages and backgrounds with full- and part-time opportunities to engage in service activities that make a demonstrable impact in their local communities. AmeriCorps joins a long tradition of programs that encourage and reward service—programs like the Civilian Conservation Corps, the Montgomery GI Bill, and the Peace Corps. In return for their service, AmeriCorps participants, known as members, receive a modest living allowance and an education award that can be used towards existing college loans or to pay continuing education costs. Partnerships that sponsor AmeriCorps programs recruit, select and train their own AmeriCorps members, design and operate their local programs, and are responsible for providing funds and other resources to match the federal funds they receive through their AmeriCorps grant. Goals of AmeriCorps include:

- ✓ Getting Things Done—AmeriCorps helps communities meet needs in the areas of education, public safety, the environment, and other human needs through direct and demonstrable service.
- ✓ Strengthening Communities—AmeriCorps unites individuals and institutions of all different kinds in a common effort to improve our communities.
- ✓ Encouraging Responsibility—Through service and civic education, AmeriCorps members become agents of community solutions and develop an ethic of lifelong service.
- ✓ Expanding Opportunity—AmeriCorps helps those who help America. Members develop professional skills, gain invaluable experience, and receive education awards for education or job training.

The California Commission on Improving Life Through Service

The California Commission on Improving Life Through Service (the Commission) selects and administers AmeriCorps funding available from the Corporation for National Service under the provisions of the National and Community Service Trust Act of 1990. The Commission is dedicated to uniting individuals in service to their communities and achieving demonstrable results by addressing California's persistent unmet human, educational, public safety, and environmental needs. Annually, over 8,000 Californians commit a year of their life to service through AmeriCorps under the sponsorship of more than 60 local public-private partnerships. In addition to supporting AmeriCorps programs throughout California, the Commission seeks to promote the larger service and volunteerism field through the sponsorship of a number of initiatives, including the Cesar Chavez Day of Service and Learning, the California Service Communities Initiative, and the AmeriCorps Promise Fellows program.   For more information regarding specific AmeriCorps Programs, please access the Commission on Improving Life Through Service website at: www.cilts.ca.gov.

Grant Terms and Requirements

The information contained here provides an overview of Commission requirements related to AmeriCorps grants. Applicants are encouraged to consult the Commission's 2001 AmeriCorps RFA available on the Commission website—www.cilts.ca.gov—for further information regarding program requirements and program design issues.

AmeriCorps Applicant Eligibility

Partnership Requirement—The Commission believes in the power of public-private partnerships to design thoughtful and comprehensive strategies to address the challenges that face California's communities. Therefore, all applicants for AmeriCorps funding must develop a California Local

Area Service Partnership (CLASP)—**CLASPs should include both public and private partners, and must include a minimum of three independent organizations. At a minimum, a CLASP must have at least one public and one private (non-profit or for-profit) partner.** Partners may include, but are not limited to: LEAs; colleges and universities; community-based organizations; existing AmeriCorps partnerships; senior and youth service organizations; local, state and federal government agencies; businesses and foundations; health care organizations; and national service programs, including AmeriCorps*VISTA, Learn and Serve America, and the National Senior Service Corps. Applicants should indicate members of their CLASP on the Partnership Form required as part of this RFA.

New Partnership—The Commission encourages the development of innovative programs operated by partnerships new to AmeriCorps and in communities not previously utilizing AmeriCorps.

Existing AmeriCorps Partnerships—Existing AmeriCorps partnerships are encouraged to participate in the Tutorial Assistance Grant Initiative. However, in order to be eligible for AmeriCorps resources available through the initiative, existing partnerships must meet minimum performance indicators. These indicators are outlined in the Commission's 2001 AmeriCorps RFA or through contact with the Commission program officer.

V.   Implementing an AmeriCorps Program

Grant Period—Funding will be available to support programs beginning fall of 2001. The Commission generally provides a three-year programmatic approval with an initial one-year grant award. Funding for the second and third years of an approved program is contingent upon satisfactory progress towards objectives.

Funding Available—On February 20, 2001, the Commission submitted an initiative to the Corporation for National Service requesting approximately $2 million to support the Tutorial Assistance Grant Initiative. The Commission will receive notice regarding its proposal and the actual amount of funding available to support this initiative on May 4, 2001. **AmeriCorps funding can support tutors in both the school-based program as well as the community-based program required by the Tutorial Assistance Grant guidelines.**

Grant Size—Applicants via this initiative may request up to $500,000.

Calculating an AmeriCorps Grant—AmeriCorps budgets are calculated by determining the number of full-time equivalent (FTE) members and multiplying it by the program's cost per FTE. The Commission limits grantee requests per FTE to $14,275. For example, if a program engages 20 FTE (80 450-hour) members at a cost per FTE of $10,000, the total budget request would be $200,000.

Maximum AmeriCorps Funding per Member—The Commission will not approve an application that requests more than $14,275 per AmeriCorps full-time equivalent (FTE) member position. An FTE position is defined as 1,700 hours of service during one calendar year. Part-time positions which serve 900 hours per year (two 900 hour positions = 1 FTE) or reduced part-time positions which serve 450 hours (four 450 hour positions = 1 FTE) may also be requested.

Matching Funds Requirements—AmeriCorps grants fund member support costs (living allowance, FICA, worker's compensation, and health insurance), as well as program operating costs. AmeriCorps funding can be used to pay for up to:
- ✓ $7,905 of the member living allowance for a full-time member;
- ✓ 85 percent of FICA, worker's compensation, and health insurance; and,
- ✓ 67 percent of program operational costs, including staff, internal evaluation, administration, and other operating costs.

The grantee is responsible for providing the required match. All programs are required to raise some funds from the private sector, i.e., non-governmental funds. The match for member support costs (excluding health insurance) must be in <u>non-federal cash</u>. Please note federal funding sources such as the Reading Excellence Act, federal college work-study, and Twenty-first Century Community Learning Centers cannot be used to meet minimum match requirements for member support costs. Programs may provide their share of operating costs through cash or in-kind resources, and may use non-Corporation federal funds as match for these costs. Partnerships must demonstrate all cash match support from its partners via Memorandums of Understanding (MOUs) prior to contracting. Please consult the Commission website for further information regarding matching funds requirements.

Indirect Administration—An applicant may request no more than 5 percent for indirect administration, including 1 percent that will be withheld by the Commission for administration and grant processing.

Internet Access—All grantees are required to maintain internet access during the term of their grant for reporting and monitoring purposes. Grantees may include expenditures related to this requirement in their budget.

Program Size—Partnerships may request no fewer than twenty (20) full-time equivalent (FTE) AmeriCorps members. Exceptions to this guideline will be reviewed on a case-by-case basis, if compelling justification is presented in the program narrative.

Multi-site Programs—Applicants may propose multi-site programs; however, members must be placed in teams of no fewer than two members at each service site.

Summer Programs—Partnerships are encouraged, but are not required, to operate a summer program as a component of a year-round program or to expand operations during the summer months. Care must be taken to ensure that the summer component is consistent with the overall mission of the program and that it is not designed separately from the year-round operation. Summer programs must instill the ethic of service in AmeriCorps members and should not be viewed as just a summer job. Any members added for a summer period must complete at least 300 hours of service.

Staffing—Grantees must hire the staff necessary to support the AmeriCorps program and associated paperwork. For an AmeriCorps program that enrolls 20 FTE members, the Commission requires a full-time staff member to oversee the program, in addition to the on-site coordinators which may be necessary depending on the program design. **This individual could serve as the tutor coordinator required by the TAG. This individual's position could be funded by the TAG, the AmeriCorps grant, or a combination of the two.**

Types of AmeriCorps Grants

Operating Grants— Operating grants support both member support costs (living allowances and other costs, such as member training) and program operational costs (staff, evaluation, other). Recipients of operating grants must provide matching funds.

AmeriCorps Education Awards Program—The Corporation for National Service provides an allotment of national service education awards to organizations that can support program and participant costs through other sources that meet the AmeriCorps program requirements. Under this program some of the AmeriCorps program requirements, including matching funds requirements, are waived and programs receive up to $400 per FTE member to support program operational costs. AmeriCorps Education Awards Programs are not required to provide a living allowance, child care or health care to participants.

AmeriCorps Member Overview

AmeriCorps Member Direct Service—AmeriCorps members engage in a variety of direct service activities in the areas of education, public safety, the environment, and human needs. Examples of educational activities include: tutoring children before and after school, planning and delivering enrichment programming in after school programs, serving as service-learning coordinators on school-sites, supporting school readiness and literacy development in pre–K children, conducting

family literacy activities, and recruiting community members, such as parents and seniors, to serve in these activities. AmeriCorps members cannot, however, participate in clerical work, research or fundraising activities, or provide direct benefit to a for-profit entity. In addition, members cannot supervise other members. Additional prohibited service activities are outlined in the Commission's 2001 AmeriCorps RFA.

Member Eligibility—AmeriCorps members must be at least 17 years old. Members must have a high school diploma or its equivalent, or be working towards one. There is no upper age limit. Members must be U.S. citizens, nationals, or lawful permanent resident aliens. AmeriCorps grantees recruit and select their own members and may impose additional eligibility criteria; however, selection must be completed in a non-partisan, non-political, non-discriminatory manner, and strive to include individuals with disabilities. Costs associated with member criminal background checks and health testing may be included in the AmeriCorps budget under Other Member Support Costs. Members may be recruited locally or through the AmeriCorps national referral system.

Terms of Service—Programs may engage members on a full-time or part-time basis. Full-time members must serve at least 1,700 hours during a period of not less than nine months and not more than one year. Part-time members must serve at least 900 hours during a period of not more than one year. Reduced part-time members positions, restricted to college students or those serving in an after school program, may serve 450 hours over a term not to exceed one year.

AmeriCorps Member Roles According to Term of Service—Programs may wish to utilize a combination of member positions in designing their tutoring program. For example, a limited number of 1,700 hour members could be used to develop and deliver family literacy activities at each site within the program while 450 hour members focus on daily tutoring activities. Potential roles for member terms of service include:

✓ 1,700 hour members – serve approximately 40 hours per week over the course of a calendar year – develop and coordinate family literacy activities, coordinate volunteer generation and other community involvement, coordinate communication between program and parents, and serve as a liaison between school-site teachers;

✓ 900 hour members – typically serve approximately 20 hours per week over the course of the calendar year – same activities as 1,700 hour members;

✓ 450 hour members – typically serve 10–20 hours per week during the academic year—primarily tutoring of students.

Applicants are encouraged to think creatively about ways in which different member terms of service can be combined to develop a comprehensive program within the confines of allowable AmeriCorps member activities. Please remember that AmeriCorps members cannot supervise other AmeriCorps members and should not be considered as staff members of the program.

The 450 hour positions are limited to college students or those serving in an after school program. **It is anticipated that for the purposes of the Tutorial Assistance Grant Initiative, most AmeriCorps members will serve in 450 hour positions.**

AmeriCorps Member Training and Development

Member Supervision—AmeriCorps members must receive ongoing supervision from program staff in appropriate staff to member ratios. Salaries for supervisory staff may be included as part of the AmeriCorps budget request. Positions required by the Tutorial Assistance Grant guidelines,

such as the on-site tutor coordinator, can serve in AmeriCorps supervisory roles, and all or a portion of their salary may be charged to the AmeriCorps grant.

Member Training—AmeriCorps members must receive a thorough initial orientation and any ongoing training necessary to successfully complete their term of service. For the purposes of the Tutorial Assistance Grant Initiative, such training would include scientifically-based reading strategies/instruction. No more than 20 percent of the aggregate of all AmeriCorps member service hours in a program may be spent in education, training or other non-direct service activities.

Member Esprit de Corps—In order to create an esprit de corps for members, applicants are encouraged to begin members' terms of service in the fall of 2001, bringing members on in "classes" until the cutoff date for enrollment. Each member of a program must be provided the same orientation process, training and opportunities. Across sites, members should have common experiences and trainings.

Ethic of Service and Citizenship—Meaningful service activities build a lifelong commitment to service and enables members to practice responsible citizenship. Programs should use service experiences to help members achieve the skills and education needed for productive, active citizenship, including, if appropriate, structured opportunities for members to reflect on their service experiences.

Participation in National Service Days—All AmeriCorps members within California are expected to participate in national service days and the Cesar Chavez Day of Service and Learning. Participation in such days helps to reinforce the ethic of service and promotes the activities of members in the local community.

AmeriCorps Identity—Applicants should identify their program as part of the national service network and as a program in which AmeriCorps members serve. Applicants can do this through the use of AmeriCorps logos, common application materials and other means. Applicants are not required to call programs AmeriCorps, though applicants may use the AmeriCorps name along with their own program's name.

AmeriCorps Member Benefits
Full-time Members—Generally, programs must provide a living allowance of between $9,300 and $18,600 per year to full-time members. However, the amount of the living allowance that programs may pay members with Corporation or other federal funds may not exceed $7,905 (85 percent of the minimum living allowance). If your program chooses to provide a living allowance in excess of the minimum $9,300 necessary, funding must come from non-federal sources.

Part-time Members—Applicants are **not** required to provide a living allowance to part-time members. If applicants choose to provide part-time members with a living allowance, applicants may prorate their allowances according to the number of hours that they serve per year. The total contribution of Corporation funds and other federal funds towards this living allowance cannot exceed 85 percent of the prorated, full-time, minimum living allowance. It is common for part-time members to receive living allowance support from sources such as federal college work-study funds. However, experience suggests that the provision of a living allowance is helpful in retaining tutors. Please consult the Commission website for more information regarding living allowance for part-time members.

Education Awards — Most AmeriCorps members who successfully complete a term of service will receive an education award or student loan forbearance each year, for up to two years of service. Full-time members receive education awards of $4,725. Part-time members who serve 900 hours receive $2,362.50 (half of $4,725). Members who complete 450 hours of service receive an award of $1,181.25.   Members may use their education awards up to seven years from completion of service. They may use their awards to pay for any combination of: (1) the costs of attendance at a qualified institution of higher education; (2) the costs of approved school-to-work programs; or (3) the costs of repaying qualified student loans.

While they serve, members who have outstanding qualified student loans may be eligible for forbearance on their payments. To qualify, they must contact their loan holders.   Upon successful completion of the member's term of service, the Corporation will make payments for interest that accrued during the period of forbearance.

Health Care—Full-time AmeriCorps members must be provided with a basic health care plan. AmeriCorps funding may be used to pay up to 85 percent of the cost of this health care plan. An AmeriCorps health care plan is available. Applicants electing to use this policy should budget $1,164 per full-time member, which includes the Corporation share of $989 and a grantee share of $175.

Child Care—Programs must make child care available to any full-time eligible member who needs such assistance in order to participate. The Corporation will fund child care directly and will pay 100 percent of the allowance, as defined by payment rates of the Child Care and Development Block Grant (CCDBG).

Service Gear—AmeriCorps members must be identified as such. Programs may use grant funds to pay for a standard Service Gear package (AmeriCorps t-shirt, sweatshirt, hat, pin, decals and buttons) for members. The standard Service Gear package is priced at $33. Programs are encouraged to provide this package to their members.

Member Contracts and Grievance Procedures—Upon enrollment in the AmeriCorps program, members must sign an AmeriCorps member contract detailing expectations of members, service to be provided, and grounds for dismissal from the program. In addition, grantees must establish a grievance procedure for members who believe that they have been unfairly released and for other grievances filed by members or other interested parties. The procedures must include an opportunity for a hearing and binding arbitration within statutory deadlines. Additionally, programs are encouraged to establish an alternative dispute resolution procedure, such as mediation.

Other AmeriCorps Information

AmeriCorps Objectives—During the application process, the Commission requests draft objectives for the purpose of evaluating applications – these objectives will be revised prior to entering into a contract. The purpose of developing objectives is to define a standard of success by which the activities of the AmeriCorps program can be evaluated both by the sponsoring partnership and the Commission. In developing objectives, partnerships typically identify all activities in which AmeriCorps members will be engaged in over the course of the program year and then group them to develop overarching objectives.

The four components of an AmeriCorps objective are as follows:
- ✓ The **activities** to be engaged in;
- ✓ The intended **result** of the activities;
- ✓ A method of **measuring** quality or impact; and,
- ✓ A **standard** of success.

AmeriCorps Contracting Process—Upon announcement of the Tutorial Assistance Grant Initiative grantees, the Commission will begin contract negotiations with grantees. As part of this process, **grantees may be required to submit additional information regarding their program design and/or participate in an interview/site visit with Commission program staff.** Upon successful completion of this process, contracts will be issued (usually August or September of each year). Grantees may incur costs prior to receiving a contract, but grantees should be advised that unallowable costs incurred prior to the receipt of a contract will not be reimbursed by the Commission. In addition, **all grantees are expected to send a team of representatives to the Commission's AmeriCorps Summer Institute, tentatively scheduled for mid-July 2001.**

Objectives

Objective Area	Activities Covered By Objective	Example Objective
Getting Things Done	AmeriCorps member service activities, such as tutoring	100 AmeriCorps members will provide one-on-one tutoring in 30 minute sessions twice a week to 800 under performing K–3 students in 8 schools resulting in 80 percent of students showing a rise of 5 percent as measured by STAR Total Reading National Percentile Rank.
Member Development	Training AmeriCorps members receive to support their term of service	100 AmeriCorps members will receive 20 hours of orientation, including AmeriCorps orientation, school-site orientation, and effective tutoring strategies utilizing scientifically-based reading research.
Strengthening Communities	Community strengthening that can be attributed to AmeriCorps member service, including volunteer recruitment, national service day participation, and organization of family literacy nights	100 AmeriCorps members will recruit 200 community volunteers to participate as tutors in the program.

For more information about developing objectives as well as additional examples, please consult the Commission website—www.cilts.ca.gov.